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ABSTRACT

Before children can make sense of phonics study, they first must learn that print conveys meaning. Children who do not have this foundation concept may do phonics workbook pages, but without understanding or processing the concepts. That is why--unlike books on traditional phonics teaching--this book emphasizes the making of sound instructional decisions based on the unique needs of individual students. Since children learn many concepts as they read and write each day, the book concentrates on phonics-in-context rather than on traditional, stand-alone phonics. In short, it explains embedded phonics instruction: what it is, how it works, and how to do it. The book presents a variety of effective activities that teachers can use in whole group, small group, or individual settings. Each chapter in the book provides insight into teachers' decisions to plan phonics instruction based on their students' specific needs, rather than on the old skill-and-drill routines. The book reveals six basic principles for effective phonics instruction; explores the vital role of assessment in making instructional decisions; and devotes a chapter on how to help children who struggle with phonics and reading. (Contains 21 references. Lists 38 children's books cited.) (NKA)